

IDEA 2004 Training Series

Missouri Department of Elementary and
Secondary Education
Fall, 2007

Special Education Training Series Fall, 2007

- Resources & handouts
 - <http://www.dese.mo.gov/divspeced/Compliance/index.html>.
- Questions & comments
 - webreplyspe@dese.mo.gov or by calling the Division of Special Education at 573-751-0699

KEYS TO POSTSECONDARY TRANSITION PLANNING

OPENING THE DOORS OF
OPPORTUNITY FOR YOUTH WITH
DISABILITIES

THIS TRAINING WILL

- Cover the requirements for Postsecondary Transition Planning, especially those changes that resulted from the 2004 Reauthorization of IDEA
- Define terms used in association with Postsecondary Transition
- Discuss the State Performance (SPP) Goals that relate to Postsecondary Transition
- Familiarize the viewer with compliance requirements for postsecondary transition
- Identify tools and resources for districts and IEP teams to assist in developing compliant and effective transition plans

BEFORE WE BEGIN

It may be helpful for you to have a copy of:

1. The Compliance Program Review Standards and Indicators Manual
2. The National Secondary Transition Technical Assistance Center (NSTTAC) State Performance Plan (SPP) Indicator 13 Checklist and instructions
2. The current State Sample IEP & Supplementary Form C (Transition Form)
3. The current State Sample Meeting Notification Form

We will also refer to:

1. The State Regulations implementing Part B of the IDEA
2. The Federal Regulations implementing Part B of the IDEA

All of these documents can be found at the following websites:

<http://dese.mo.gov/divspeced/Compliance/index.html>

<http://www.nsttac.org/pdf/checklista.pdf>

Definitions

- Transition Services (CFR 300.43)
- Transition services means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's strengths, preferences, and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
- Transition services for students with disabilities may be special education if provided as specially designed instruction, or related services if required to assist a student with a disability to benefit from special education.

Why is transition planning important?

IDEA lists the following as some of the main purposes of the Act:

- “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living**”
- “as the graduation rate for children with disabilities continue to climb, providing **effective transition services to promote successful post-school employment or education** is an important measure of accountability for children with disabilities”
- “Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having **high expectations** for such children...in order to meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and be prepared to **lead productive and independent adult lives...**” (emphasis added)

Why is transition planning important?

- Let's look at some statistics for youth with disabilities...
 - Attend postsecondary school less than ½ that of their peers in the general population
 - Youth in the general population are more than four and one-half times as likely as youth with disabilities to be taking courses in a 4-year college
 - The rate of employment for youth with disabilities is substantially below the 63% employment rate for youth in the general population
 - Up to 2 years after high school, about three-quarters of youth with disabilities still are living with their parents
 - Failure to complete high school is associated with a variety of negative consequences for youth with disabilities in their early postschool years.
- Source: Wagner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2006). *After high school: A first look at the postschool experiences of youth with disabilities. A report from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International.



State Performance Plan (SPP) & Annual Performance Reports (APR)

- SPP and APR required by IDEA 2004
 - <http://dese.mo.gov/divspeced/SPPpage.html>
- Set of 20 performance indicators established by US Department of Education (14 apply to districts, 4 of those apply directly to Postsecondary Transition)
 - Performance Targets set for 2005-06 through 2010-11
- Public reporting of state and district performance required
 - <http://dese.mo.gov/schooldata/>

SPP Indicators relating to Postsecondary Transition

- 1 **Graduation**--% of youth with IEPs graduating with a regular diploma
- 2 **Dropout**--% of youth with IEPs dropping out
- 13 **Secondary Transition with IEP Goals**--% of youth age 16+ with IEP with measurable annual IEP goals and transition services
- 14 **Secondary Transition/Post School Outcomes**--% of youth who had IEPs, are no longer in secondary school and who have been employed, enrolled in postsecondary school or both, within 1 year of leaving high school.

WHAT THE REGULATIONS SAY ABOUT TRANSITION PLANNING

- The federal regulations reference post-secondary transition in several places:
 - IEP Content (CFR 300.320)
 - IEP Team (CFR 300.321)
 - Parent Participation (CFR 300.322)
 - Development, review, and revision of IEP (CFR 300.324)

IEP Content (CFR 300.320)

- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include:
 - Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to
 - Training/Education
 - Employment, and, where appropriate,
 - Independent living skills, and
 - The transition services (including courses of study) needed to assist the child in reaching postsecondary goals.
- Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child's rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority.

IEP Team (CFR 300.321)

- The public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.
- To the extent appropriate, with consent of the parents or a child who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Parent Participation (CFR 300.322)

- Meeting notification
 - Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined to be appropriate by the IEP team, the meeting notification must indicate that
 - A purpose of the meeting will be consideration of the postsecondary goals and transition services, and
 - That the agency will invite the student, and
 - Identify any other agency that will be invited to send a representative

Development, review and revision of IEP (CFR 300.324)

- Failure to meet transition objectives
 - If a participating agency, other than the public agency, fails to provide the transition services described in the IEP, the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.
- Rule
 - Nothing in IDEA relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

What can districts do to ensure that transition plans are compliant and effective?

The National Secondary Transition Technical Assistance Center (NSTTAC) SPP Indicator 13 Checklist.

Checklist Question 1

Is/are there a measurable postsecondary goal or goals that covers

1. education or training,
2. employment, and;
3. independent living, if determined necessary.

How do we ensure that transition plans include measurable postsecondary goals?

2. use appropriate transition assessments to identify the child's strengths, needs and preferences.
4. use measurable (observable) language in the goal.
5. write the goal for an activity that will occur after high school (postsecondary).

Form C: Post-Secondary Transition Plan

This plan was developed considering the individual student's needs, preferences and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16, and updated annually.

EDUCATION/TRAINING (REQUIRED)

| POST-SECONDARY GOAL(S) | | (What the child will do after graduation from high school.) |
|----------------------------------|---|--|
| TRANSITION SERVICES | May include: instruction related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal. | |
| Responsible Agency/Person | List Transition Services | |
| School | | |
| Student | | |
| Parent | | |
| Outside Agency (specify agency): | | |
| <u>COURSE OF STUDY</u> | | |
| | | Attach four year plan or list courses below: (Course enrolled in this school year) (Courses to be completed before graduation) |

CHECKLIST QUESTION 2

Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

| | | | |
|---|---|---|-------------------------------------|
| <p align="center">= 3. BP Goal</p> | | | |
| <p>Annual Measurable Goals</p> | | | |
| <p>Annual Goal # _____ For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support: Post-secondary Education Post-secondary Training Employment Independent Living Progress toward the goal will be measured by: (check all that apply)</p> | | | |
| <input type="checkbox"/> Work samples | <input type="checkbox"/> Curriculum based tests | <input type="checkbox"/> Portfolios | <input type="checkbox"/> Checklists |
| <input type="checkbox"/> Scoring guides | <input type="checkbox"/> Observation chart | <input type="checkbox"/> Reading record | <input type="checkbox"/> Other: |
| <p>Comments:</p> | | | |

Checklist Question 3

Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

What are transition services?

- Instruction
- Related services
- Community experience
- Development of employment and other post-school adult living objectives
- Acquisition of daily living skills
- Provision of a functional vocational evaluation, if appropriate

How do we include transition services in the transition plan?

- Think about what skills the child will need to develop, in or out of the classroom, in order to reach the postsecondary goals
- Provide transition services that will help the child develop those necessary skills
- Think about connections that the child will need to make in order to reach the goals
- Provide transition services that will help them make those connections

Form C: Post-Secondary Transition Plan

This plan was developed considering the individual student's needs, preferences and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16, and updated annually.

EDUCATION/TRAINING (REQUIRED)

| | |
|---|--|
| POSTSECONDARY GOALS(S) | (What the child will do after graduation from high school.) |
| TRANSITION SERVICES | (May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal.) |
| Responsible Agency/Person | List Transition Services |
| School: Special Education Communication Arts Teacher | Assistance with completing college applications |
| Student | |
| Parent | |
| Outside Agency (specify agency) _____ | |
| COURSE OF STUDY | Attach four year plan or list courses below: (Courses enrolled in this school year) (Courses to be completed before graduation) |

Form C: Post-Secondary Transition Plan

This plan was developed considering the individual student's needs, preferences and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16, and updated annually.

EDUCATION/TRAINING (REQUIRED)

| | |
|--|--|
| POSTSECONDARY GOALS(S) | (What the child will do after graduation from high school.) John will earn a bachelor's degree in drafting and design. |
| TRANSITION SERVICES | (May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal.) |
| Responsible Agency/Person | List Transition Services |
| School / Special Education Communication Arts Teacher | Assistance with completing college applications Monitor student's progress in researching colleges and entrance requirements |
| Student | Research colleges of interest and their entrance requirements |
| Parent | Facilitate John in visiting campuses of choice |
| Outside Agency (specify agency) _____ | |
| COURSE OF STUDY | Attach four year plan or list courses below: (Courses enrolled in this school year) Communication Arts III, Geometry, American History, Study Skills (Courses to be completed before graduation) Communication Arts IV, Calculus, World History |

EMPLOYMENT (REQUIRED)

| | |
|---------------------------------------|--|
| POSTSECONDARY GOALS(S) | (What the child will do after graduation from high school.) John will be employed as a draftsman for an architectural engineering firm. |
| TRANSITION SERVICES | (May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal.) |
| Responsible Agency/Person | List Transition Services |
| School / Nichols Career Center | Instruction in drafting |
| Student | Research employment opportunities in drafting |
| Parent | |
| Outside Agency (specify agency) _____ | |
| COURSE OF STUDY | Attach four year plan or list courses below: (Courses enrolled in this school year) Study Skills, FACS, Fundamentals of Drafting I (Courses to be completed before graduation) Fundamentals of Drafting I |

Checklist Question 4

For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that the representatives of the agency(ies) were invited to the IEP meeting?

How do we know if it is appropriate to invite other agencies?

- Know the child and what services are needed to reach the postsecondary goals
- Know what agencies are in your community and what services they provide or pay for
- Match the child's needs to services that will help meet those needs

What does this look like in the student's file?

- The student's file must contain documentation that consent was obtained for release of information
- The IEP meeting notification must list representatives of outside agencies who were invited
- Any transition service that another agency agrees to provide must be recorded in the transition plan
- If the other agency fails to provide or pay for the transition services, the IEP Team must be reconvened to address alternative strategies for ensuring that the child's transition needs are addressed

<Insert District Information>
NOTIFICATION OF MEETING

| |
|---|
| To: _____ |
| <input type="checkbox"/> Parent(s)/Guardian(s) <input type="checkbox"/> Adult Student (age 18+ or emancipated minor) <input type="checkbox"/> Student (required when postsecondary transition is a purpose of the meeting) |
| This is to confirm that a meeting with you has been scheduled for _____ (Date) at _____ (Time) at _____ (Location) |

Checklist Question 5

Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?

What is age-appropriate transition assessment?

- Age-appropriate means that the assessment reflects a child's chronological age rather than developmental age (Wehmeyer, 2002, Teaching Students with Mental Retardation.)

Two types of Assessment

- **Formal**
 - Formal Transition Assessments have been tested for reliability and validity and may include standardized assessments
- **Informal**
 - Informal assessment are instruments that are not standardized and have generally not been tested for reliability and validity, but can still help the IEP team clarify the student's postsecondary goals and needed transition services. Some examples of information assessments are:
 - Surveys
 - Behavior Observations
 - Situational assessments
 - Rating Scales
 - Curriculum-based assessments
 - Checklists
 - Person-centered planning
 - Environmental assessments
 - Medical appraisal

What steps must be taken to include transition assessment in transition planning?

- Plan ahead so assessment information is available when the child turns 16
- Use triennial reevaluations to address transition needs – especially the need for formal transition assessment.
- Use assessments commonly available to all students.

What does this look like in the IEP?

- Results of age-appropriate assessment should be included in the PLEP

Checklist Question 6

Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

What is a course of study?

- “a multi-year description of coursework (necessary) to achieve the student’s desired post-school goals.” (Storms, O’Leary, & Williams, 2000, Transition Requirements, p.8)

What will this look like in the IEP?

The IEP team will use the designated spaces on Form C to list the courses or the course of study will be attached to the Form C and the IEP.

Conclusion

- Watch for the availability of Missouri's Online Transition Training Module
- Watch SELS messages for updates
- Attend training provided by your RPDC
- Contact the Compliance section with questions (573-751-0699)
- Visit the Postsecondary Transition section of the SPP Information Resource page on the DESE website (available soon – watch SELS)
